

Missouri Division of Special Education

Compliance Standards & Indicators

1500-ELIGIBILITY CRITERIA: Language Impairment

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirements found in <i>Missouri State Plan for Special Education</i> , Section III; Fed. Regulations 300.8, 300.306		
1500.10 Consistent, inappropriate use of the structures of language:	The evaluation report documents the consistent inappropriate use of one (1) or more of the following structures of language: 1500.10.a. Morphology (structuring words from smaller units of meaning) 1500.10.b. Syntax (putting words together in phrases and sentences—sometimes referred to as grammar deficits) 1500.10.c. Semantics (selecting words to represent intended meaning and combining words and sentences to represent intended meaning—sometimes referred to as vocabulary deficits) 1500.10.d. Pragmatics (using the functions of language to communicate with others)	Evaluation report
1500.20 Assessment of language structures:	The evaluation report documents that one (1) or more of the following procedures were used to assess the structure(s) of language: 1500.20.a. Language sampling: 1500.20.a.(1) Method of elicitation of the sample 1500.20.a.(2) Setting for the sample 1500.20.a.(3) Analysis procedures used 1500.20.a.(4) Description of the child’s language deficits identified by the sample <p style="text-align: center;">OR</p> 1500.20.b. Structured clinical tasks: 1500.20.b.(1) Language activity initiated 1500.20.b.(2) Setting for the clinical tasks 1500.20.b.(3) Analysis procedures used 1500.20.b.(4) Description of the child’s language deficits identified by the clinical tasks	Evaluation report

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1500.30 Level of language functioning:	<p>1500.30.a. The evaluation report documents the results of two (2) norm-referenced and standardized language assessments which measure the same areas of language.</p> <p>1500.30.b. The evaluation determines whether the child's language functioning is significantly below the child's cognitive abilities. The following criteria apply:</p> <p style="padding-left: 40px;">1500.30.b.(1) Children ages 3 through 5 years, not kindergarten eligible: 2 standard deviations below peers.</p> <p style="padding-left: 40px;">1500.30.b.(2) Children who are kindergarten age eligible and older: 1.5 standard deviations below cognitive ability.</p> <p>NOTE: If unable to obtain the child's full-scale cognitive score, professional judgment must be used.</p>	Evaluation report
	OR	
1500.40 Professional judgment:	<p>1500.40.a. Sufficient data is present in the evaluation report to document the existence of a language disorder even though the criterion defined in the previous Indicator (1500.30) has not been met.</p>	Evaluation report
1500.50 Adverse educational impact:	<p>1500.50.a. The evaluation report includes information that addresses the extent to which the child's language functioning adversely affects the child's educational performance.</p> <p>1500.50.b. Specific areas of impact are described.</p>	Evaluation report
1500.60 Dialectal differences and second language influence:	<p>1500.60.a. The evaluation report documents the team's conclusion that the child's language impairment is not a result of dialectal differences or second language influence.</p>	Evaluation report